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THE DOUBLE BURDEN OF STUDY AND WORK: ITS IMPACT ON STUDENTS' CONCENTRATION

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ABSTRACT

This research aims to analyze the influence of study load and workload on the concentration of students who work while study ing at university. The increasing number of students combining academic activities with part-time or full-time work has raised concerns regarding their ability to maintain focus and optimal academic performance. This research uses a quantitative approach with survey methods, sampling 100 working Pamulang University students. Data collection was carried out through a structured questionnaire focusing on study load indicators, such as the number of credits, number of assignments, and study time, as well as workload indicators, including working hours, the impact of work on mental and physical conditions, and stress experienced due to work. Concentration levels are assessed through students' ability to focus after work, frequency of distractions during study, and ability to complete academic assignments according to work responsibilities.

Data were analyzed using multiple linear regression to determine the relationship and influence of study load and workload on concentration. The results show that study load and workload significantly influence student concentration, both partially and simultaneously. High study loads tend to reduce concentration due to increased academic pressure, frequent deadlines, and limited rest time. Similarly, excessive off-campus workloads, including part-time and full-time jobs, contribute to mental exhaustion, stress, and decreased focus on academic tasks. However, students who demonstrate effective time management, prioritization skills, and problem-solving strategies maintain higher levels of concentration despite these challenges.

These findings highlight the importance of personal discipline and institutional support in helping students maintain optimal academic focus. This study underscores the need for balanced workload planning and the provision of guidance to assist working students in managing academic and work responsibilities effectively.

Keywords: Study Load, Workload, Concentration, Working Students

INTRODUCTION

1. Background

In the modern era, rising living costs have prompted many students at Universitas Pamulang to not only focus on their studies but also work part-time or full-time. Balancing work alongside academic responsibilities presents a unique challenge, as students must divide their time and energy between academic obligations and job commitments.

This condition, known as the *double burden*, can lead to both physical and psychological stress. Working students often experience fatigue, stress, and insufficient sleep, which can disrupt their ability to concentrate during study sessions

or lectures. As a result, learning becomes less effective, the quality of academic assignments may decline, and students' motivation to study can be affected.

At Universitas Pamulang, the phenomenon of working students is significant, yet there has been limited research exploring in depth how the double burden impacts their concentration. Understanding these effects is crucial so that the university can provide support, such as flexible scheduling or targeted academic guidance programs, to help students balance work and study responsibilities.

Therefore, this study aims to examine the extent to which the double burden affects the concentration of working students at Universitas Pamulang, with the expectation that the findings can serve as a basis for strategies to improve learning effectiveness for students facing similar challenges.

2. Problem Formulation

Based on the background above, the research problems are formulated as follows:

1. How does study load affect the concentration of working students at Universitas Pamulang?
2. How does workload affect the concentration of working students at Universitas Pamulang?
3. How do study load and workload simultaneously affect the concentration of working students at Universitas Pamulang?
4. What factors help working students maintain concentration despite facing a double burden?

3. Research Objectives

This study aims to:

1. Analyze the effect of study load on the concentration of working students at Universitas Pamulang.
2. Analyze the effect of workload on the concentration of working students at Universitas Pamulang.
3. Analyze the simultaneous effect of study load and workload on the concentration of working students at Universitas Pamulang.
4. Identify factors that help working students maintain concentration despite facing a double burden.

4. Research Benefits

The results of this study are expected to provide the following benefits:

1. For working students:Offer insights on managing study and work demands to maintain optimal concentration and academic performance.
2. For the university: Provide recommendations for designing policies, academic support, and guidance programs for working students.
3. For future research: Serve as a reference for studies on the double burden and student concentration in other universities or different context

RESEARCH METHODS

1. Type of Research

This research uses a quantitative research method with a causal-comparative approach, aiming to analyze the influence of study load (X1) and workload (X2) on the concentration of working students (Y).

Independent Variables (X):

- X1: Study Load
- X2: Workload

Dependent Variable (Y):

- Y: Concentration of Working Students

2. Population and Sample

- Population: All undergraduate students of Pamulang University.
- Sample: A total of 100 respondents were selected using purposive sampling, which included students who met the criteria of being active and willing to fill out the questionnaire

3. Data Collection Technique

Data were collected through a questionnaire developed based on the indicators of each variable, using a Likert scale ranging from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).

Variable	Indicator	Code
X1 – Study Load	I take more than 20 credits per semester.	X1.1
	I have many academic assignments every week.	X1.2
	I study an average of more than 15 hours per week outside of class.	X1.3
X2 – Workload	I work more than 20 hours per week outside of my study schedule.	X2.1
	My job is physically or mentally demanding.	X2.2
	My stress level increases because of my job.	X2.3
Y – Study Concentration	I can stay focused on studying even after working.	Y1
	I am often distracted by my job when completing academic assignments.	Y2
	I can complete my coursework even after working part-time.	Y3

4. Research Instrument

The research instrument used in this study is a **questionnaire** based on the indicators of each variable. The instrument was tested for **validity** and **reliability** as follows:

a. **Validity Test**
The validity test was conducted using the *Pearson Correlation* in **SPSS 24** to

determine whether each indicator accurately measures the intended variable. The instrument is considered valid if the calculated *r-value* > *r-table* (α = 0.05).

b. **Reliability Test**
The reliability test was carried out using **Cronbach's Alpha** in **SPSS 24** to assess the internal consistency of respondents' answers. The instrument is considered reliable if the Cronbach's Alpha value > 0.6.

Note: The detailed results of validity and reliability tests will be presented in Chapter IV.

5. Data Collection Procedure

a. Designing the questionnaire based on the indicators of each variable.
b. Distributing the questionnaire to respondents both directly and online.
c. Collecting the completed questionnaires and entering the data into **Microsoft Excel**.
d. Checking data completeness and consistency, then importing it into **SPSS 24** for analysis.

6. Data Analysis Technique

Before hypothesis testing, **classical assumption tests** were conducted to ensure the data met statistical requirements.

Assumption Test	Purpose	SPSS 24 Procedure
Normality	To ensure that the data distribution is normal.	Analyze → Descriptive Statistics → Explore → Plots → Normality Plots with Tests
Multicollinearity	To test the correlation between independent variables.	Analyze → Regression → Linear → Statistics → Collinearity Diagnostics
Heteroscedasticity	To ensure that the residual variance is constant.	Create scatterplot (Residual vs. Predicted Values)

After meeting the assumptions, the following **statistical analyses** were performed:

Analysis	Purpose	SPSS 24 Procedure
Correlation	To determine the relationship between variables.	Analyze → Correlate → Bivariate
Multiple Linear Regression	To examine the influence of X1 and X2 on Y.	Analyze → Regression → Linear
t-Test	To test the partial (individual) effect of each independent variable.	View *t-value* and significance in regression output.
F-Test	To test the simultaneous effect of independent variables on the dependent variable.	View *F-value* and significance in regression output.

7. Tools and Software

- **Microsoft Excel** – Used for initial data entry and preliminary checking.
- **SPSS 24** – Used for validity and reliability testing, classical assumption tests, and statistical analyses.

8.Research Location and Time

- Location: Universitas Pamulang, Tangerang Selatan, Banten, Indonesia.
- Time: Conducted during the even semester of 2025 (February – June 2025).

RESULTS AND DISCUSSION

1.Description of Data

1.Respondents' Characteristics

This study involved 100 respondents consisting of students from Pamulang University. The characteristics of respondents are classified based on gender, student status, semester, type of work, and reasons for pursuing higher education.

Based on the distribution of questionnaires, the following results were obtained:

1. Gender

Out of the total respondents, 74% were female and 26% were male. This indicates that female students were more dominant in participating in this research compared to male students.

2.Student Status

The majority of respondents, as much as 95%, were active students, while 5% were alumni. This shows that most of the data represent the perceptions and experiences of currently enrolled students who are still actively engaged in academic activities at Pamulang University.

3. Semester Level

Based on semester distribution, most respondents were in the fifth semester. This suggests that the majority of respondents have already gained sufficient experience in academic activities, which allows them to provide more objective and reflective responses in this study.

4. Type of Work

The findings also reveal that part-time work is the most common type of job among the respondents. This indicates that many students at Pamulang University are motivated to work while studying, either to gain work experience or to support their financial needs.

5. Reasons for Studying

The main reasons for pursuing higher education among the respondents are to gain experience and for economic factors. Most respondents stated that attending university is seen as an opportunity to broaden their knowledge, develop their personal skills, and gain new experiences in both academic and social environments.

Meanwhile, the economic factor also plays an important role, as higher education is considered a means to obtain better career opportunities in the future.

2.Presentation of Test Results

1.Validity Test Results

The validity test aims to determine the extent to which the research instrument accurately measures the intended variable. An item is considered valid if the r-calculated > r-table (0.1966) at n = 100 and a significance level of 5%.

1.Variable X1

The results show that each item under variable X1 has a significant correlation (Sig. < 0.05), as follows:

- X1.1 with X1.2 (r = 0.605)
- X1.2 with X1.3 (r = 0.543)
- X1.1 with X1.3 (r = 0.285, Sig. = 0.004)

Since all significance values are below 0.05, all items in variable X1 are valid.

2. Variable X2

Correlation among items:
- X2.1–X2.2 = 0.588
- X2.1–X2.3 = 0.456
- X2.2–X2.3 = 0.569

All values have Sig. < 0.05, therefore all items are valid.

3 Variable Y

The correlation between items is as follows:
- Y1–Y2 = 0.262
- Y1–Y3 = 0.689
- Y2–Y3 = 0.337

All Sig. < 0.05, so all items under variable Y are valid.

→ Conclusion: All items for variables X1, X2, and Y are valid and can be used in further analysis.

2. Reliability Test Results

The reliability test determines the internal consistency of the instrument. An instrument is considered reliable if the Cronbach's Alpha value > 0.60.

Variable	Cronbach's Alpha	Description
X1	0.728	Reliable
X2	0.777	Reliable
Y	0.682	Reliable

→ Conclusion: All variables have Cronbach's Alpha values above 0.60, thus the instrument is reliable.

3.Classical Assumption Tests

1. Normality Test

The analysis shows that the residuals are normally distributed, with a mean of 0.00 and a small standard deviation (0.807). The histogram and P–P Plot
also indicate data points that follow a normal curve. → Conclusion: The data are normally distributed.

2. Multicollinearity Test

The tolerance value for both independent variables is 0.825 (> 0.10) and the VIF value = 1.213 (< 10). → Conclusion: There is no multicollinearity among the independent variables.

3. Heteroscedasticity Test

The scatterplot shows that the residual points are randomly distributed above and below the zero line without any specific pattern. → Conclusion: The regression model is free from heteroscedasticity.

4. Multiple Linear Regression Analysis

1. Regression Equation

The regression equation obtained is:
Y = 1.461 + 0.328X1 + 0.324X2

Interpretation:
- The X1 coefficient (0.328) means that an increase of one unit in X1 will increase Y by

0.328 units.
- The X2 coefficient (0.324) means that an increase of one unit in X2 will increase Y by 0.324 units.
- The constant (1.461) means that when X1 and X2 are zero, Y equals 1.461.

2. Coefficient of Determination (R^2)

The value of $R^2 = 0.436$, meaning that 43.6% of the variation in Y can be explained by X1 and X2 together, while 56.4% is explained by other variables outside this model.

3. F-Test (Simultaneous Test)

The F-calculated = 37.458 with Sig. = 0.000 < 0.05, indicating that X1 and X2 together have a significant effect on Y. → Conclusion: The regression model is statistically fit and valid.

4. t-Test (Partial Test)

Variable	t-count	Sig.	Description
X1	4.282	0.000	Significant effect
X2	5.037	0.000	Significant effect

Discussion The results of the analysis indicate that:
1. Variable X1 has a positive and significant effect on Y. The higher the X1 value , the higher the Y value.

2. Variable X2 also has a positive and significant effect on Y.

3. Simultaneously, both variables explain 43.6% of the variance in Y,
which indicates a moderately strong relationship.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

Based on the research results and discussion of , we can conclude as follows:

In summary, the descriptive results indicate that the majority of respondents in this research are active female students in the mid-level semester who work part-time and are motivated to study mainly for experience and economic reasons.

This condition reflects that Pamulang University students tend to have strong learning motivation and realistic future orientations by balancing academic commitments with work and personal development activities.

Based on the results of the study on the influence of study load and workload on the concentration of working students at Universitas Pamulang, the conclusions are as follows:

1. Variable X1 (Study load) has a positive and significant effect on Y (Study Concentration) with a t-value of 4.282 and Sig. = 0.000 < 0.05.

2. Variable X2 (Workloand) also has a positive and significant effect on Y with a t-value of 5.037 and Sig. = 0.000 < 0.05.
3. Simultaneously, X1 and X2 significantly affect Y, with an F-value of 37.458 and Sig. = 0.000 < 0.05. The coefficient of determination (R^2) = 0.436 indicates that both variables explain 43.6% of Y's variation, while the remaining 56.4% is influenced by other factors not included in this study.

Based on the findings of this study, the following recommendations are proposed:

1. For Working Students:

Organize study and work schedules effectively.

Apply time management, task prioritization, and problem-solving strategies to maintain concentration.

2. For the University:

Provide flexible lecture schedules for working students.Offer academic guidance and counseling programs to assist students in balancing study and work responsibilities.

3.For Future Research:

It is recommended to conduct studies with larger samples or include additional variables, such as learning motivation or social support, to enrich understanding of working students' concentration.

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